

Personal Safety K-2

This document is a resource tool to support the teaching and learning of personal safety content and skills during the Exploration Time.

Personal Safety is a part of social and emotional well-being that enables students to make healthy choices and decisions around personal boundaries. The outcomes at the K-2 level include naming body parts accurately, distinguishing between healthy and unhealthy touch, trusting personal instinct, seeking help when made to feel uncomfortable or unsafe, and following safety practices.

Note: The Personal Safety suggested strategies are for English Prime and French Immersion students as lessons pertaining to Personal Growth and Development are always delivered in English to ensure learners understand.

Grade Level	Outcome	Suggested Strategies for Teaching and Learning
Grade K	Students will be expected to demonstrate an awareness of the need for personal safety in home, school and community; and be able to act accordingly.	<ul style="list-style-type: none"> • Identify the private parts of the body; stress that the private parts of the body should be respected. • Discuss personal space with students in relationship to the concept that their bodies belong to them. • Use C.A.R.E. kits cards (1, 2, 4, and 5) to identify types of positive physical contact from friends, family, and other adults. • Discuss the role of a “helping person”. A helping person is someone who would never hurt you and you could always go to for help. Ask students to determine, “Who are helping people for you” (e.g., parents, guardians or extended family, police, teachers). Use the story “Your Body is Yours” or other stories to model how students can report an abusive situation to a trusted adult. Remind students that we are all human beings and even adults don’t always get things right. Therefore, sometimes they may have to tell more than one helping person. Children should keep telling if they need help, until they get help.
Grade 1	Students will understand and practice safety skills.	<ul style="list-style-type: none"> • Identify types of touches, particularly those which are positive. • Understand the concept of inner voice and appreciate the importance of trusting it. (e.g., instincts) • Demonstrate an understanding that children should not keep secrets about touching that gives them bad or confused feeling.

Grade 2	Students will be expected to appreciate the need for safety and self-protection in the home, school, and in the community.	<ul style="list-style-type: none"> View videos, use stories and role-play, gives learners opportunities to recognize situations that cause their “inner voice” to signal a need for caution. Discuss situations that may be confusing. Practice/role-play appropriate responses to potentially unsafe situations to instill confidence.
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Resources: The *Your Body is Yours* textbook is part of the Be Safe Program from the Canadian Red Cross Organization. Copies have been given to all schools along with staff training for this program. If follow up training is required, please contact tammy.strong@gnb.ca



Additional Resources: Kids Have Stress Too (Grades 1-3). Lessons can be used for prior learning or for extended learning after reading the text, *Your Body is Yours*. These lessons are designed to get students talking about their emotions and to help them use problem-solving skills for personal safety.

Teachingsexualhealth.ca:

- [My Boundaries: Personal Space and Touch](#) – lesson may have to be adapted
- [My Boundaries: Talk and Trust](#) – lesson may have to be adapted
- [My Boundaries: My Private Body](#) – lesson may have to be adapted

Videos for additional support for Teachers:

Dr. Nadine Thornhill: [Consent for Primary Students \(Part 1\) Video 9:20min](#)

Dr. Nadine Thornhill: [Consent for Primary Student \(Part 2\) – Video 14:16 min](#)